



WESTERN AUSTRALIAN
COLLEGE *of* AGRICULTURE
Cunderdin

ANNUAL REPORT 2021

*Our vision is to provide rural educational
excellence through innovation, passion
and collaboration.*



From the Principal

It is without doubt that the WA College of Agriculture - Cunderdin (College) has a long-standing reputation for achieving exceptional student outcomes not only academically, but socially and emotionally through developing highly-skilled and employable young people.

Our 2021 results for our 58 graduating students speak for themselves. I would like to make special mention of the following significant achievements of 2021:

- Beazley Medallist for VET recipient – Charlotte Crossen
- 2021 SCSA Awards – 1 x VET Exhibition Award, 3 x VET Certificates of Excellence, 2 x Certificates of Merit
- Median ATAR climbing from 51.55 (2020) to 61.25 (2021)
- 7 out of 9 ATAR students were offered their first preference at university, all for agriculture-related degrees
- Equal-highest performing student in ATAR Plant Production Systems
- Assistant Farm Manager, Madison Corsini was awarded the *WA Education School Support Services Staff Member of the Year for 2021*
- A total of 276 qualifications were achieved within the graduating cohort of 58 students
- Twelve graduating students achieved 7 Certificate II & III qualifications each, with seven students achieving 6 qualifications each
- 95% of graduating students attained a minimum of 3 Certificate qualifications each
- 47% of graduating students attained at least 1 Certificate III qualification
- Gold and Silver medals at the 2021 World Skills event for Primary Industries – Jack Waters and Aaron Cuthbertson
- Fantastic achievements in agricultural shows and competitions including Gate 2 Plate Champions, Royal Show success across all competitions and Farm Skills Champion School

Our College success is a clear consequence of the commitment, dedication and expertise of all our stakeholders and supporters both internal and external to the

College. I would like to thank our College Board, P & C, Agricultural Advisory Council, parents and greater college community for their contribution to our students' success. The staff at our College should be commended on their passion and daily commitment which ensures our College remains a high-performing 'school of choice' leading the way in innovative and engaging learning opportunities.



Our Public School Review was held in Term 4 and encompassed our collective success and we proudly reference the final report which is now publicly available on [Schools Online](#). Led by Senior Staff, in consultation with all staff, the College completed a Self-Assessment process against the 6 'domains' as part of the Public School Review process.

Feedback from the reviewers validated the high calibre of programs on offer, our dedicated and capable staff, consistent high student achievements for all students, and acknowledged our collective and shared vision moving forward and the importance we place on 'student voice'. This process has directly informed our 2022-2024 Business Plan priority areas and direction.

Finally, to our students, thank you for your contribution to our College and for making it the special place that it is. Your commitment to your education, your work ethic and drive to succeed is most certainly inspiring and to be celebrated.

Mr Matt Dowell, Principal

2021 Celebrations

2021 Beazley Medal (VET)

3 SCSA VET Award Finalists

ATAR Median up 9.70

World Skills Gold & Silver

1 WA Education Award (Staff)

Gate 2 Plate Champions

Farm Skills Champions

WESTERN AUSTRALIAN COLLEGE of AGRICULTURE Cunderdin

2021 Highlights

Highest ATAR
79.05

Median ATAR
61.25
up from 51.55 in 2020

11 ATAR students in 2021

9 ATAR Students applied for WA University courses

7 ATAR students offered their first preference

WESTERN AUSTRALIAN COLLEGE of AGRICULTURE Cunderdin

Beazley Medal 2021 Winners

Lawrence Nheu
Perth Modern School

Charlotte Crossen
WA College of Agriculture - Cunderdin

Department of Education
Shaping the future

Congratulations Madison Corsini

on being selected as a finalist for the
WA School Services Staff Member of the Year 2021

Send your message of support to be shared at the Awards event to:
weducationawards@education.wa.edu.au

Winners announced Monday 29 November 2021

Proudly sponsored by
K2 audiovisual

Farm Skills Champions, 2021

World Skills Gold & Silver, 2021

72% of parents agree that this College ensures a safe residential and learning environment promoting the values of learning, excellence, equity, care, integrity and respect.

School Pathways and Transition

Post-School Transition

The College is renowned for exceptional, ongoing post-school transition outcomes. Our 2021 data indicates that 98% of our 2021 graduates have transitioned into employment, training, apprenticeships, traineeships or university study. Approximately 60% of the 2021 graduates currently are working or studying within the agriculture industry. Employment on farms and heavy diesel/ag implement apprenticeships continue to be popular pathway choices for graduates.

Retention

2021 saw 14 out of 73 students (19%) in the graduating cohort depart school early for an apprenticeship or full time employment. Many of these students were pursued by employers who were impacted by staff supply shortages due to COVID and these students were already on a pathway to an apprenticeship. The College encourages all students to complete Year 12 and graduate, however these opportunities for many students and their families were difficult to turn down. The College will continue to encourage and promote retention and completion.



6 YEAR SUMMARY TABLE School: WA COL OF AGRI - CUNDERDIN (4201)						
STUDENT NUMBERS						
Number of students	2021	2020	2019	2018	2017	2016
School Semester 2 Census	60	60	62	61	64	64
School Semester 1 Census	67	67	63	61	64	64
Students reported to SCSA	61	62	63	61	65	64
Students in the cohort	73	69	68	67	67	
Alternative pathways (Students in the cohort)						
Year 11 repeat						
Left school – NOA	11	6	5	4		
Left school – other verified	1	2	1	1		
Left school – unverified	2			1	2	
Total (%)	14 (19%)	8 (12%)	6 (9%)	6 (9%)	2 (3%)	14 (19%)



94% of parents agree this College develops pathways that assist students to access employment and/or further education.

WACE Attainment

WACE Analysis

The percentage of students eligible for WACE was lower in 2021 than over the last five years. This was due to fifteen early school leavers departing the College over a two-year period to gain apprenticeships or meaningful employment. One student was enrolled in a modified educational program in order to maximise their personal level of achievement. This student was ineligible to achieve a WACE.

Factors which impacted the reduction in the number of students achieving their WACE compared to that of last year (89% in 2021):

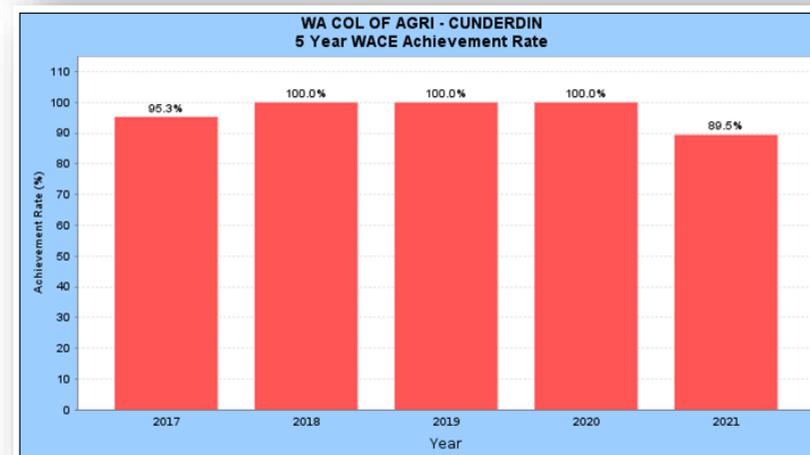
- Five students did not meet all three OLN standards. This figure was commensurate with state data. Literacy and numeracy interventions were instrumental in reducing this number over the two-year period
- One student did not complete a Certificate II course
- One student did not meet the C grade requirement

100% of WACE-eligible students met the English competency requirements. Overall, the 2021 results are well above those of public schools despite the decline in WACE attainment for 2021.

Mr Paul Beecham, Associate Principal



WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION (WACE)						
Number of Students Eligible for WACE: count (%) Source: SCSA data files						
	2021	2020	2019	2018	2017	2016
School	57 (78%)	59 (86%)	62 (91%)	61 (91%)	64 (96%)	64
Like Schools	85%	77%	86%	81%	82%	
State	70%	70%	65%	63%	61%	
WACE Achievement Rate: count (% of eligible students) Source: SCSA data files						
School (WACE eligible)	51 (89%)	59 (100%)	62 (100%)	61 (100%)	61 (95%)	60 (94%)
Like Schools (%)	90%	92%	88%	87%	81%	84%
Public Schools (%)	89%	89%	89%	89%	88%	90%
School (Semester 2 Census)	51 (85%)	59 (98%)	62 (100%)	61 (100%)	61 (95%)	
School (Cohort)	51 (70%)	59 (86%)	62 (91%)	61 (91%)	61 (91%)	
WACE: Breadth and depth - units include equivalents: count (%) Source: SCSA data files						
Breadth and Depth requirement met WACE Eligible	56 (98%)	59 (100%)	62 (100%)	61 (100%)	64 (100%)	64 (100%)
WACE: Achievement Standard - units include equivalents: count (%) Source: SCSA data files						
C Grade requirement met WACE Eligible	56 (98%)	59 (100%)	62 (100%)	61 (100%)	63 (98%)	64 (100%)
English requirement met WACE Eligible	57 (100%)	59 (100%)	62 (100%)	61 (100%)	64 (100%)	64 (100%)
ATAR Or Cert II requirement met WACE Eligible	56 (98%)	59 (100%)	62 (100%)	61 (100%)	64 (100%)	64 (100%)



ATAR Review

AUSTRALIAN TERTIARY ADMISSIONS RANK (ATAR)						
ATAR Participation Rate: count (%) Source: SCSA data files and Department calculations						
	2021	2020	2019	2018	2017	2016
School count (% Cohort)	9 (12%)	11 (16%)	10 (15%)	22 (33%)	19 (28%)	14
Difference From Expected	-3%	-4%	-6%	+15%	+1%	-8%
School (% WACE eligible)	16%	19%	16%	36%	30%	
School (% Semester 2 census)	15%	18%	16%	36%	30%	
ATAR COURSE ENROLMENTS						
Year 12 Course enrolments count of students						
6+ ATAR courses						
4-5 ATAR courses	9 (12%)	11 (16%)	10 (15%)	22 (33%)	19 (28%)	14
ATAR Triciles - High/Mid/Low: Count (%) Source: TISC for ATARs and cut-offs and Department calculations						
High						
Mid	1 (11%)	1 (9%)	3 (30%)	1 (5%)		3 (21%)
Low	8 (89%)	10 (91%)	7 (70%)	21 (95%)	19 (100%)	11 (79%)
Median ATAR (no. of students) Source: SCSA data files and Department calculations						
School	61.25	51.55	60.4	32.48	42.7	30.68
Expected performance		-3.17	-2.05	-4.96	-3.73	-4.61
Like Schools	50.12	57.15	62.35	52.58	56	60.6
Public schools	80.25	79.25	78.25	79.5	78.55	78.2
School median ATAR TISC applicants	61.25	66.3		43.85	51.03	80.48
ATAR performance – count of students (% of ATAR students)						
99+						
90-98.95						
80-89.95			2 (20%)			2 (14%)
70-79.95	2 (22%)	2 (18%)	1 (10%)	1 (5%)		1 (7%)
55-69.95	4 (44%)	2 (18%)	3 (30%)	2 (9%)	6 (32%)	2 (14%)
<55	3 (33%)	7 (64%)	4 (40%)	19 (86%)	13 (68%)	9 (64%)
University English Language Competency (FSS 50+)	4 (44%)	5 (45%)	5 (50%)	3 (14%)	3 (16%)	5 (36%)

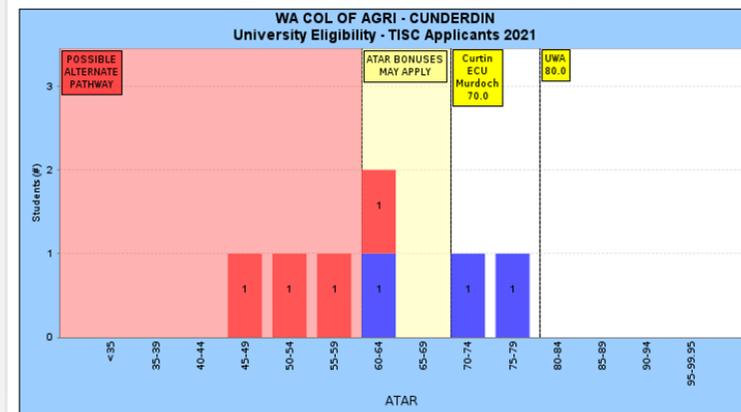
ATAR Review

ATAR students achieved their best mark in Plant Production Systems and Animal Production Systems. ATAR students had fewer second best marks in Applications and English. Plant and Animal Production Systems marks were higher than the State however English and Applications were lower than State marks.

2021 student median has significantly increased from 51.55 2020 to 61.25 in 2021. The median of 61.25 is higher than like schools (50.12), however is significantly lower than the state median ATAR (80.25). As alternative pathways to university increase there has been a need to promote the ATAR pathway and provide supports, including continuation of ATAR Camps, weekly study sessions, weekend exam revision sessions. We continue to attract and retain teachers capable of delivering strong ATAR course material, however there is a shortage of qualified ATAR Math teachers in the system currently. Students continue to engage in workshops provided by Elevate Education with a focus on developing study and examination skills.

University Eligibility - TISC Applicants

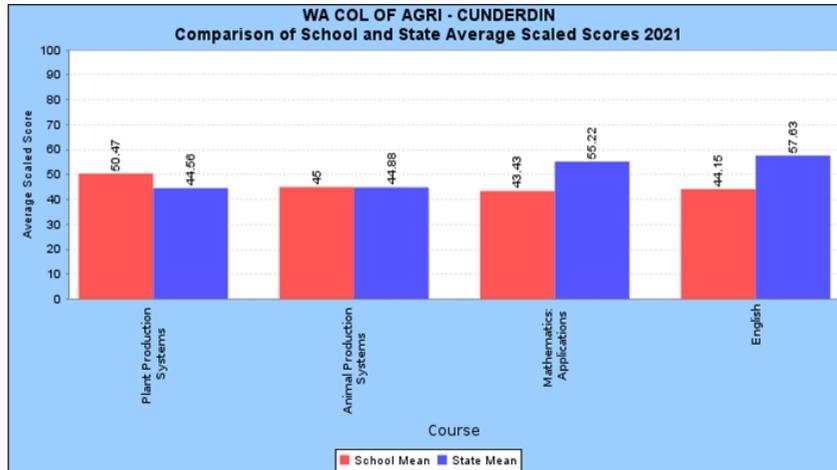
Description: This graph provides the ATAR students' university eligibility arranged by ATAR. The graph only includes those students who applied for university entry through TISC using their ATAR.



ATAR Review

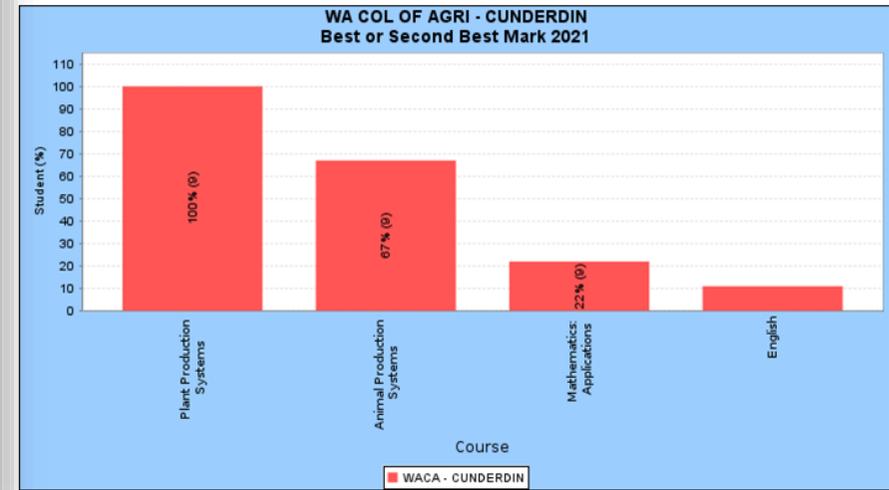
Average Scaled Score School vs State (WA)

Description: This graph allows comparison of the school mean for each Year 12 course offered with the state mean. Mean scaled score is the mean of all students with a final scaled score in the course. Courses are ordered by the difference in these results.



Best or Second Best Mark (Number of students in Course)

Description: This graph shows the courses where students achieved their best or second best scaled score, as a percentage of the course cohort. The overall count of students enrolled in each course is also provided. Only students with four or more ATAR course results are included.



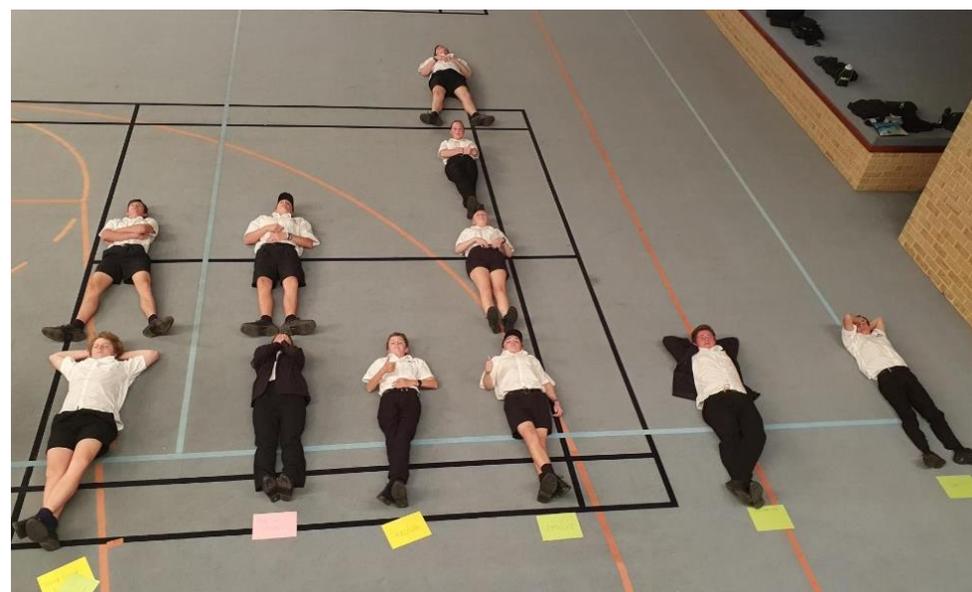
OLNA

OLNA Review

2021 saw a decrease in OLNA achievement across all strands and an overall decrease in attainment of 9%, however, OLNA attainment is still above 90% for the cohort. We have increased the support provided to students by employing an additional Education Assistant. Education Assistants provide support both in timetabled classes and small group OLNA support classes. 2021 also saw the introduction of the Literacy Intervention Plan with a focus on improving phonological awareness and comprehension skills of students who are yet to attain literacy strands of OLNA. We have also provided support through OLNA Online.

The 2021 Year 12 cohort also consisted of a higher than average number of students with diagnosed learning difficulties or disability which was reflected in their fundamental literacy and numeracy skills. Despite a small number of these students not attaining their OLNA, the intervention programs saw them progress their literacy and numeracy development with a focus on applying these skills in real-life settings.

ONLINE LITERACY AND NUMERACY ASSESSMENTS (OLNA)						
Number of students who met the standard: count (%) Source: SCSA data files						
	2021	2020	2019	2018	2017	2016
Reading						
School (WACE eligible)	54 (95%)	59 (100%)	62 (100%)	61 (100%)	64 (100%)	
School (Semester 2 census)	56 (93%)	59 (98%)	62 (100%)	61 (100%)	64 (100%)	
School (Cohort)	59 (81%)	61 (88%)	62 (91%)	62 (93%)	67 (100%)	
Writing						
School (WACE eligible)	53 (93%)	59 (100%)	62 (100%)	61 (100%)	62 (97%)	
School (Semester 2 census)	55 (92%)	59 (98%)	62 (100%)	61 (100%)	62 (97%)	
School (Cohort)	58 (79%)	61 (88%)	62 (91%)	62 (93%)	64 (96%)	
Numeracy						
School (WACE eligible)	54 (95%)	59 (100%)	62 (100%)	61 (100%)	64 (100%)	
School (Semester 2 census)	56 (93%)	59 (98%)	62 (100%)	61 (100%)	64 (100%)	
School (Cohort)	59 (81%)	61 (88%)	62 (91%)	62 (93%)	66 (99%)	
Met literacy and numeracy requirement						
School (WACE eligible)	52 (91%)	59 (100%)	62 (100%)	61 (100%)	62 (97%)	
School (Semester 2 census)	54 (90%)	59 (98%)	62 (100%)	61 (100%)	62 (97%)	
School (Cohort)	57 (78%)	60 (87%)	62 (91%)	62 (93%)	64 (96%)	



Miss Kelsey Smith, Head of Curriculum

72% of parents agree that staff in the Class area assist my child to achieve to the best of their ability.

STEM

STEM Committee Review

Our main goal of implementing the 'Launch Process' at the College has occurred and has been embedded in the design process of student projects in Trades courses. 'Launch' has also been trialled by our Chaplain as a problem solving process for some students enabling these students to solve personal issues. Overall we are pleased with student acceptance of the process.

Moving forward with our new Committee we are looking at broadening STEM into the Farm and Class areas as well as further development in Trades. Discussions are leading to finding a more appropriate acronym for our context in Agriculture. Also we have plans to expand into Farm and the Class area through STEM-based projects utilising technology and have been exploring technology processes for an appropriate project.

Overall, our students are enrolled in a significant number of STEM courses and certificates, as indicated in our STEM enrolment data and the College continues to see STEM as a priority moving forward.



SCIENCE TECHNOLOGY ENGINEERING AND MATHEMATICS (STEM) PARTICIPATION						
Students enrolled in STEM courses. Count (%) of WACE Eligible students. (Source: SCSA data files)						
	2021	2020	2019	2018	2017	2016
>2 STEM courses	9 (16%)	11 (19%)	10 (16%)			
2 STEM courses	48 (84%)	48 (81%)	52 (84%)			
1 STEM course						
Students enrolled in STEM VET qualifications. Count (%) of WACE Eligible students. (Source: SCSA data files)						
>1 STEM qualification	55 (96%)	59 (100%)	37 (60%)			
1 STEM qualification	1 (2%)		21 (34%)			
OUR PRIORITIES – Proportion of students enrolled in 2 or more STEM courses and/or STEM related VET qualifications. State Target of 85%. Count of students (% of cohort / WACE eligible / Semester 2 census). (Source: SCSA data files)						
School (% WACE eligible)	57 (100%)	59 (100%)	62 (100%)			
School (% Semester 2 census)	58 (97%)	59 (98%)	62 (100%)			
School count (% Cohort)	58 (79%)	59 (86%)	62 (91%)			

89% of parents agree that this College empowers young adults through a professional workplace and high levels of responsibility.

Vocational Training

The VET results achieved by students at the College in 2021 were again very strong. As a Registered Training Organisation (RTO), the College continued to foster its existing industry partnerships and sought opportunities to form new ones. This ensured students received quality training programs that were reflective of changing trends and emerging technologies relevant to their future employment environments.

Analysis of the 2021 VET data supported and reinforced an existing upward trend in regard to:

- level of highest qualification achieved
- VET highest qualification distribution.

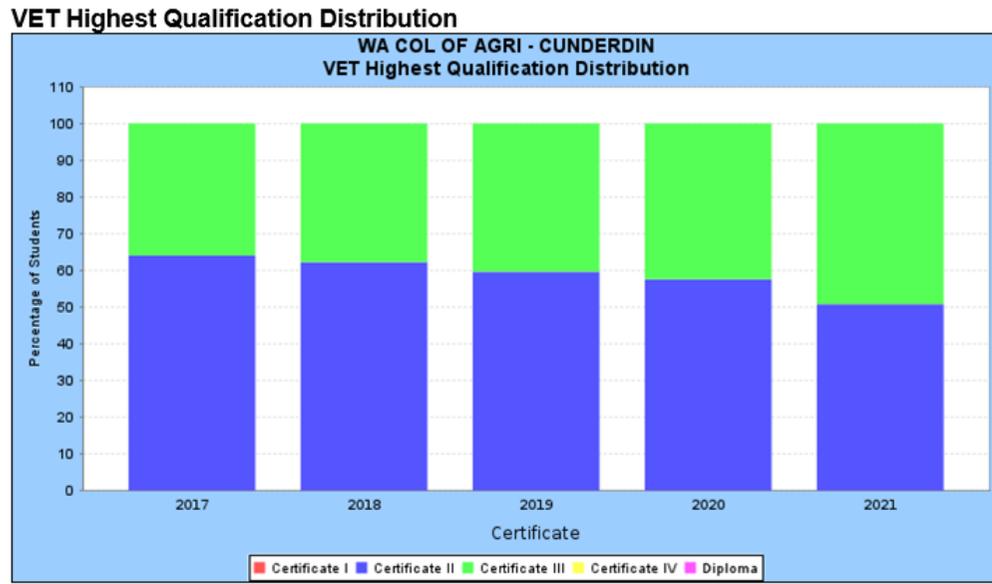
Since 2017, the number of students undertaking an AQF level 3 qualification including those achieving success has steadily risen; 45% of Year 12's who graduated in 2021 departed with at least one Certificate III qualification. This reiterates that many students want to challenge themselves and learn concepts in greater depth and complexity which will benefit their future career aspirations and make them better equipped for entry into the workforce.

VOCATIONAL EDUCATION AND TRAINING (VET)						
VET Participation Rate (count; enrolled in VET as % of Cohort) Source: Department data						
	2021	2020	2019	2018	2017	2016
School VET enrolments	62 (85%)	63 (91%)	63 (93%)	62 (93%)	67 (100%)	64
Funded VET students	100%	100%	100%	100%	100%	100%
Level of highest qualification achieved (of VET enrolled students)						
Diploma						
Certificate IV						
Certificate III	28 (45%)	25 (40%)	25 (40%)	23 (37%)	23 (34%)	20 (31%)
Certificate II	29 (47%)	34 (54%)	37 (59%)	38 (61%)	41 (61%)	44 (69%)
Certificate I						
No certificate completed	5 (8%)	4 (6%)	1 (2%)	1 (2%)	3 (4%)	
Students with more than one qualification (% of VET enrolments)						
3+ qualifications	55 (89%)	56 (89%)	62 (98%)	61 (98%)	64 (96%)	62 (97%)
2 qualifications	2 (3%)	3 (5%)				2 (3%)



VET qualification code	VET qualification	Completed	Enrolled	Percent
AHC33116	CIII in Advanced Wool Handling	15	15	100.00
BSB20115	CII in Business	1	1	100.00
AHC30116	CIII in Agriculture	28	29	96.55
AHC30416	CIII in Pork Production	12	13	92.31
AHC20116	CII in Agriculture	56	62	90.32
AUR20716	CII in Automotive Vocational Preparation	44	49	89.80
MSF20516	CII in Furniture Making Pathways	28	32	87.50
MEM20413	CII in Engineering Pathways	41	49	83.67
AHC21416	CII in Wool Handling	20	27	74.07
CPC20211	CII in Construction Pathways	17	28	60.71
AHC21316	CII in Shearing	11	19	57.89

Vocational Training



Year	Highest VET Qualification Level Attained	Count	Percent
2017	Certificate II	41	64.06
2017	Certificate III	23	35.94
2018	Certificate II	38	62.30
2018	Certificate III	23	37.70
2019	Certificate II	37	59.68
2019	Certificate III	25	40.32
2020	Certificate II	34	57.63
2020	Certificate III	25	42.37
2021	Certificate II	29	50.88
2021	Certificate III	28	49.12



Mr Simon Longmire, VET Coordinator

76% of students agree this College fosters opportunities for students to develop knowledge, skills and values within the context of rural industries.

Farm - Cropping

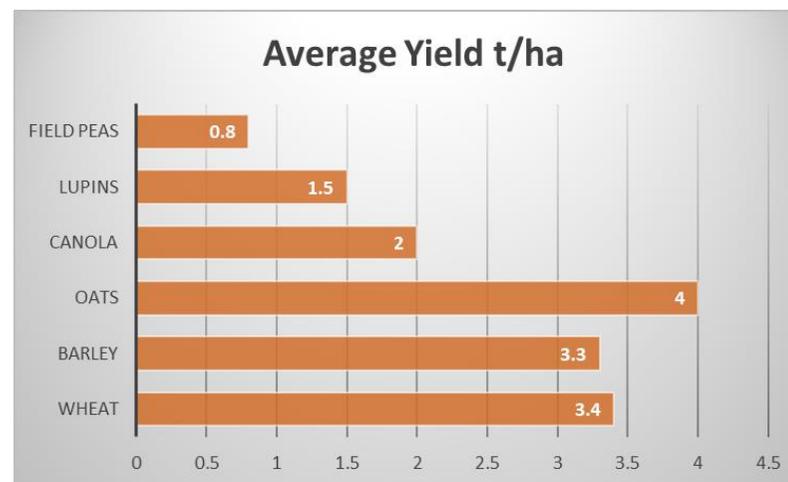
Cropping Enterprise

The College currently has approximately 2,500 hectares of arable land that is used for a mixture of cropping and pasture manipulation. The cropping program is operated to provide high quality produce for the open market and for the other college enterprises to use for stock feed. The College grows varying rotations of wheat, barley, oats, triticale, lupins, field peas and canola. The cropping enterprise also plants, maintains and manipulates pastures, including clovers, serradella, saltbush, Vetch and cereals for cover crops. Also bale hay, straw and silage for the ovine, bovine, porcine enterprises and for student horse agistment.

The cropping enterprise offers students the opportunity to experience large machinery which is operated through the year including seeding equipment, harvest equipment, hay-making equipment and spraying equipment. The enterprise gives the students exposure to chemical safety, storage, handling and application. Cropping offers the students the opportunity to gain many units of competencies towards their Certificate II and III in Agriculture, several directly relating to cropping, chemical application, vehicles and machinery, as well as some storage, reporting and fencing competencies.

2021 Cropping Data

- The College seeded 52ha Vetch and barley pasture mix as well as 250ha oats cover crops using both the Ausplow air-seeder and John Shearer combine.
- In our main program we seeded 427ha wheat, 407ha barley, 75ha oats, 42ha triticale, 279ha canola, 210ha lupins and 142ha field peas
- Harvest yields were well above average with wheat 3.4t/ha, barley 3.3t/ha, oats 4t/ha, triticale 1.7t/ha, canola 2 t/ha, lupins 1.5t/ha, field peas 0.8t/ha
- It was a beautiful hay year producing 1000 small square bales and 280 large round bales
- We also rolled up 100 barley large straw bales.



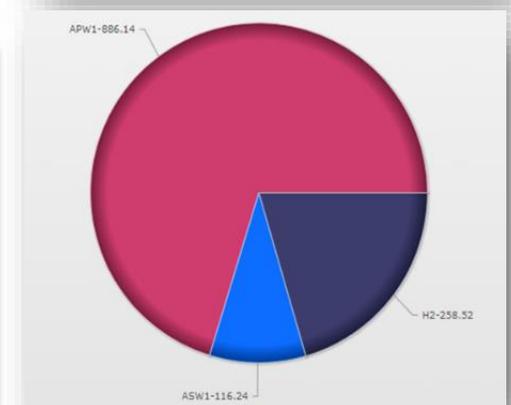
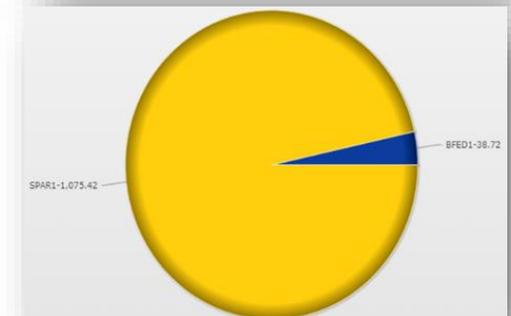
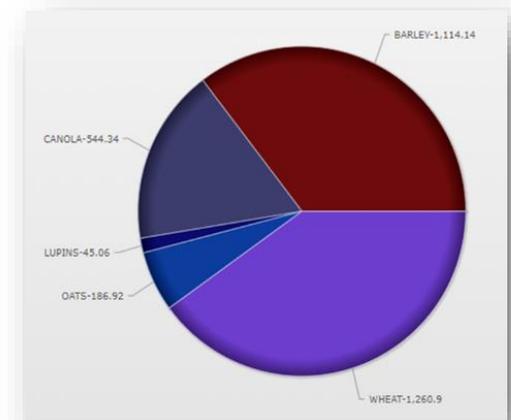
Farm - Cropping

Cropping Celebrations

- One 75ha Williams oats paddock producing 1000 small square bales, 280 large round bales and 229 tonnes of milling oats
- Significant increase in students interested in Cropping Units of Competency, especially in Certificate III
- 91% of wheat delivered was APW1 or higher grade and 97% barley delivered was Malt
- Mouldboard ploughed paddock 74 and seeded it to barley on the 29 June 2021. Paddock didn't blow away and yielded 1.1t/ha
- Even with staff shortages a great season was rounded off by a high yielding, with no serious accidents or incidents
- The ability to store more than 18 months of supplement livestock lupins

Cropping Future Focus

- Keep all practises and machinery at an industry standard and showcase new proven technologies
- Purchase crop lifters for harvester and trial chickpeas this season
- Continue our mouldboard ploughing program and continue using in-furrow wetting agents during seeding where deemed necessary
- Keep all staff training up to date regarding safety (AusChem Cert training and skid steer loader tickets) as well as maintain Safe Work Procedures (SWP) and keep developing SWP's for areas not yet covered
- Improve our pH across the farm with high quality fast neutralising lime



Farm - Cattle

Cattle Enterprise

The College operates a herd of up to 40 breeding cows made up of Black Angus. The main requirements for the cattle enterprise are to provide training for the students to achieve their Certificate II and III in Agriculture and supply beef for the kitchen. Approximately 16 head of cattle per year are sent to the College abattoir. These are generally made up of older cull cows for mince and two-year-old steers or heifers averaging around 550kg live weight for all other cuts. Replacement heifers are selected as weaners. There are usually between 5 and 10 kept and any that don't grow/perform are moved to the ration mob. Any animals surplus to requirements are sold through the saleyards at Muchea, though at present this number is quite low.

Artificial Insemination (AI) is used in conjunction with our natural breeding program, with a variety of breeds used in 2021. This year we used a combination of Angus, Murray Grey and Charolais semen in our AI program and all crossbred offspring will be sold or slaughtered. Top Angus sires were selected based on their EBVs, with one of these sires (Paratrooper P15) being the \$160,000 Australian record priced Angus bull in 2019. The majority of these cows will be backed up by our resident Angus bull, Norse, as well as having a small mob being naturally mated to Norse from the beginning of the season. The enterprise provides support and reinforcement to classroom learning and is important for skill development and sign off in a range of Units of Competency involved in animal handling, welfare and treatment. We currently have 26 cows and heifers in the AI program and 9 in the natural mating program.

2021 Cattle Data

- 26 calves dropped from 25 cows sired through natural mating as well as from AI (Charolais, Murray Grey and Angus)
- They have all grown extremely well and weaned

Cattle Celebrations

- Top price for cull cows at Muchea in January
- Increased interest by students in the cattle enterprise
- Erection of the long-awaited dome shelter
- Excellent quality hay produced in abundance this year

Cattle Future Focus

- Increase breeding numbers slightly to allow for increased sales as vealers/yearlings
- Increase numbers of animals going through the butcher shop to avoid kitchen staff purchasing meat
- Purchase a small number of replacement heifers in calf each year to improve genetics
- Purchasing a bull in 2022



Farm - Poultry

Poultry Enterprise

The College operates a small egg-production enterprise for the purpose of supplying the College kitchen with eggs. In 2021 we ran an 80 hen poultry operation, down from the usual 160 hens due to the lack of adequate egg-handling facilities. The completion of the new Egg Room will allow us to recommence our 160-hen facility in the future. The inadequate egg-handling facilities has meant we are unable to sell eggs to staff or the public.

The poultry enterprise allows students to become familiar with health requirements demanded by the egg industry as well as the health and welfare of the hens. It also complements the piggery in delivering competencies on maintaining intensive production systems.

2021 Poultry Data

- 80 chooks producing over 17,000 eggs for the year.

Poultry Celebrations

- Supplying industry high quality standard eggs to the kitchen, approved by vet at audit.

Poultry Future Focus

- Installing new egg-handling facilities, to sell eggs to the public
- Upgrading watering system in chook pen, to assist in temperature control and application of medication if needed.



91% of students agree that farm staff are knowledgeable, professional, committed and enthusiastic.

Farm - Piggery

Piggery Enterprise

The College operates an intensive herd of approximately 80 breeding sows and 8 boars, Myora genetics consisting of Large White, Landrace and Duroc breeds. The College operates 500 pigs in an intensive farrowing to finisher pork enterprise. The piggery is running a fortnightly batch system, with the use of natural matings and AI using Sabour semen. The piggery supplies approximately 100 baconers to the College kitchen and 1,000 for sale through Linley Valley.

Piggery Technical Officer, Grace Davey is qualified and working with Assistant Farm Manager, Madison Corsini who was the past Piggery Manager for seven years to ensure the piggery is running in line with industry standards. Grace and Madison have a huge involvement with Reg Maddock, Agricultural Advisory member at the College, veterinary services Portec and owner of Myora genetics and large pig farmer Jeff Braun.

The piggery enterprise supplies the College pig meat requirements, enterprise sales to industry and provides opportunities to support and reinforce classroom learning. The piggery provides opportunities for skill development and sign off on a range of competencies. The piggery is Quality Assured through APIQ Australia, which provides assurance to customers and the public that high standards are in place for management, food safety, animal welfare, biosecurity and traceability.

2021 Piggery Data

- The College piggery operates an intensive farrowing to finisher pork enterprise
- The College has a high industry standard piggery complying with Australian Pork Industry Quality yearly audits
- The College has implemented industry standard practises and infrastructure throughout the piggery to ensure students are being taught correct procedures
- The piggery supplies approximately 100 baconers to the College kitchen and 1,000 for sale through Linley Valley. We sold a total of 989 finishers, 3 boars, 22 sows, 160 porkers and 133 weaners with a grand total of 1,307 pigs went to market
- Detailed records are maintained to monitor finances, enterprise reporting and provide data to class area to reinforce learning
- Compliance issues followed at all times including relevant Codes of Practice and Animal Welfare Standards
- Having a full understanding of biosecurity and quality assurance with the piggery running at industry standard

Piggery Celebrations

- Two Technical Officers trained, Grace and Madison which gives the ability to deliver the Certificate III Pork through one on one training practical sessions
- The piggery current numbers to be sustained, because it gives all students the ability to work and complete tasks with pigs

Farm - Piggery

- Having 80 sows farrowing every fortnight. Certificate III Pork Production students will go through the process of selecting their own gilts, getting gilts in condition for mating, getting them cycling, natural mating them on second heat, pregnancy testing, maintaining condition during gestation, watch farrowing, weigh piglets, mark, vaccinate sow and piglets, wean, weigh piglets and AI Sow. This gives the Certificate III students the knowledge and skills to be able to go and run or manage their own piggeries after school
- Students attend the College farm approximately 80 weeks in the two years of their schooling, which means 40 fortnights of farrowing and mating. There are approximately 10 students in a group entering the piggery a week
- The 80-sow piggery, has 5-6 sows farrowing a fortnight throughout the year who have approx. 55 piglets born each batch. This offers each student 2 piglets to either weigh, mark, wean, move a fortnight providing the practical components required for their competencies. With the farm roster each student should have hands on experience with 2 piglets approx. 3 times year. Maintaining the 80 sow farrow to finish piggery is so important to keep our educational values for the students attending the College
- Maintaining industry benchmarks which include;
 - 5 sows per batch
 - 11+ piglets born alive per litter
 - 80% AI success rate
 - 100kg pigs in 18 weeks of age
 - 100% conception rate
 - To supply the College kitchen with 80 baconers to be used for meals provided to College students



Piggery Future Focus

- We aim to complete the weighing shed and have a three way drafting system to help monitor growth rates throughout the growers. We want to RFID tag selected growers from different sows to calculate milk and feed conversion to help develop EBV's for individual sows
- We want to replace the penning in the Dry Sow shed, because it is rusting and sows are breaking through
- We want to get our finisher shed to industry standards which it currently is not with an open pit This will assist in our training of Certificate III students and will give them the knowledge and skills in animal welfare
- Current effluent pond system externally is all fine and the external of the shed is great. The internal of the shed needs the open effluent closed and made into a bath tub system to save water and pigs to be on slated concrete. New stainless penning inside making it easy to move pigs in and out for weighing. We want to implement in the Finisher and Gilt Dome automatic feeders to help control feed usage and calculations of feed consumption. This would make the shed at industry standards and help us achieve some remarkable outcomes in the growth of our finishers

Farm - Sheep

Sheep Enterprise

The College runs approximately 1,400 head self-replacing Merino flock of AMS bloodlines, as well as a 70 head Poll Dorset stud. The Poll Dorset stud provides replacement ewes as well as rams offered for sale at the College Open Day auction held annually. 11 alpacas are run with lambing ewes as herd guards. The Merino enterprise is outlined below. The sheep enterprise supplies the College butcher/abattoir who supplies the College kitchen. Production is aimed at a combination of wool and meat. The sheep enterprise provides opportunities for skill development in shearing and animal handling, and sign off in a range of units of competency.

Ewe age	Numbers	Comment
Lambs	1,100	Cull on wool quality and conformation faults. Wethers sold as lambs.
2	320	
3	300	
4	180	Empties sold or moved to prime lamb mob
5	180	Empties sold or moved to prime lamb mob
Mixed age	200	Selected for elite wool production
Mixed age	300	For prime lamb production
Total mated to Merino	1,180	
Total ewes	1,480	
Alpacas	11	For the purpose of guarding lambing ewes

2021 Sheep Data

- The enterprise is made up of two mobs namely; a Merino flock and a stud Poll Dorset flock
- The Merino flock consists of 35 rams, 1,300 ewes, 16 wethers and 1,050 lambs. Then 6 rams, 35 ewes and 40 lambs make our Poll Dorset stud
- We had an excellent lambing result in our Merino mob (avg. 117%), ET natural matings had a good result with 88% but our ET in our stud mob had poor results
- The pastures and stubbles were fantastic the sheep could keep up with them, which resulted in low supplementally feeding
- We had our Poll Dorset stud ram sale again this year and achieved excellent results. 17 PD rams were sold at fantastic prices .



Farm - Sheep

Sheep Celebrations

- 151% lambs marked in black tag merino ewes
- Complete clearance of PD rams sold in College ram sale
- Attended the AWI Team Breeders Challenge
- Dinningup Show results 1st & 2nd in Novice Shearing, 2nd Merino Shearing, 1st, 2nd & 3rd Merino Fleece Judging and 2 students placing top 10 in Cattle Judging
- Royal Show results 1st, 2nd, 3rd, 5th & 6th in Novice shearing, 1st and 3rd in Wool Handling and 2 student winning a placement in Sheep Judging in Sydney Royal Show
- 1st and equal 2nd in Farm Skills event at the Royal Show
- Koorda Show results Shearing Novice students placed 1st, 2nd, 3rd 4th and Wool Handling 1st & 2nd
- 4 students attended Katanning Merino Judging Challenge

Sheep Future Focus

- Keeping and maintaining a high level of training of students in the sheep enterprise, which is showcased in shows and events
- Teaching and demonstrating to the students the importance of self-motivation and setting their own outcomes
- Continue the interaction with Farm and Class
- Meeting with cropping TO's to discuss the importance and ability to factor in 2022 seeding program pastures
- Work with shows and events to adapt to new COVID 19 rules and regulations
- Have more in-house events like in-house Farm Skills to showcase the student skills and knowledge they have learnt in the sheds



Mr Daniel de Beer, Farm Manager & Mrs Madison Corsini, Assistant Farm Manager

80% of students and 83% of parents agree Farm staff prepare my child well for industry employment.

Trades

The outcomes for students in Trades has been excellent. It is a credit to students and staff in the results achieved this year.

- High completion rates for all Trades Certificates
- CNC Router projects embedded into Certificate II Furniture Making Pathways
- Attracting quality staff to our College has contributed to student satisfaction and training outcomes
- Excellent standard of large-scale projects across all sections
- Trade tour to MacMahons and Hofmann Engineering, highlighting industry expectations for students
- Extra afterhours workshop sessions to support students who either need additional help or building projects played a large part in student achievement.



Mr Stephen Prangnell, Head of Trades

86% of parents agree that Trade staff are knowledgeable, professional, committed and enthusiastic.

Residential

2021 saw the residential boarding facility once again commence the year at full capacity with all 144 beds filled. COVID-19 had a significant impact on operations and student access to various activities both on and off site.

There was an increase in female student enrolments from 2020-2021 which required the dormitory allocations to be reworked. The College also implemented 'mixed dorms' whereby Year 11 & 12 male students shared dormitories as opposed to having a dorm allocated to a specific year level. This initiative helped build relationships and friendships between the Year 11 & 12 cohorts and was well received by many, but proved to have some areas of concern with those Year 11's who were not comfortable sharing with the older cohort.

Long standing Residential Manager, Darryl McCart departed the College early in Term 3 and was replaced by Kristine Van who had spent the previous 12 years managing the Broome Residential College.

Focus areas for the 2021 year included, but were not limited to:

- Weekend leisure activities reviewed (student interest, risk assessment compliance and policy documentation developed)
- North West Tour was a resounding success and student feedback will inform planning for the 2022 excursion
- The P & C supported the purchasing of outdoor commercial umbrellas and seating for our students
- The Student Council played an active role in advocating for policy change in various areas, organising events, fundraisers, facilitating on-campus student sporting competitions and raising awareness for mental health



Ms Kristine Van, Residential Manager

78% of parents agree that Residential boarding activities promote and support student wellbeing and connectedness.

College Board

Recruitment has continued to be a major challenge for the Principal and staff. Despite these challenges, the Board has praised the College's continued success and student outcomes in 2021, including but not limited to:

- Gate 2 Plate Champions
- Royal Show success across all competitions
- Farm Skills Champion School
- Jack Read, Jack Waters and Charlotte Crossen all named finalists in the 2021 SCSA VET Awards
- Charlotte Crossen named a finalist for the prestigious Beazley Medal Awards
- Jack Waters and Aaron Cuthbertson winning gold and silver medals (respectively) at the World Skills event for Primary Industries
- State Winner for the Heywire Award for Excellence in Storytelling
- Exemplary ATAR, General and VET Certificate achievements across the board.



The Board acknowledges the ongoing student success and performance data as referenced in the Certificate of Commendation from the Hon. Sue Ellery MLC and Lisa Rodgers Director General *"for having significant, positive impact on the progress and achievement of students and maintaining a strong focus on WACE completion"*.

The Board was pleased to see the investment in the Literacy Intervention Programs and the development of the ATAR Improvement Plan to strengthen outcomes for all students of all abilities.

The Board acknowledges the fantastic post-school pathways opportunities with graduates heading into university via conditional entry or securing apprenticeships or employment before departing school.



College Board Report

The Board was pleased to be involved in discussions surrounding the review of the 'Residential Review Process' as facilitated by Deputy Director General Schools, Melesha Sands and Director of Agriculture, Sally Panizza. The Board looks forward to further consultation on policy reform in 2022.

The Board commends the high-calibre of staff at the College, as acknowledged with Assistant Farm Manager Madison Corsini being announced as the winner of the WA Education Awards for the School Support Services Staff Member of the Year. The Board acknowledges the importance of student voice in decision making and welcomed rotating Student Councillors to each meeting in 2021 to provide an update and seek the Board's feedback and/or endorsement on various initiatives.

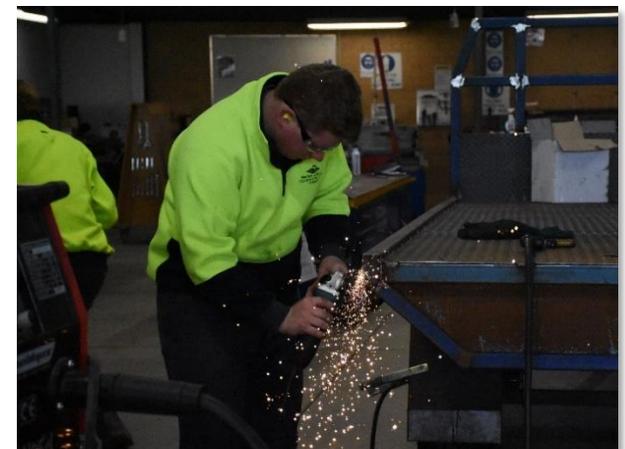
The College Open Day was again a major success. The Colleges commitment to current state of the art machinery and equipment provides an important basis for training College students.

The Board was pleased to see the increased focus and resourcing directed to student wellbeing and support, along with strengthening the positive culture within the school based on a foundation of respectful relationships.

As Board Chair I would also like to thank my fellow Board members for their contribution to the Boards business and to the College

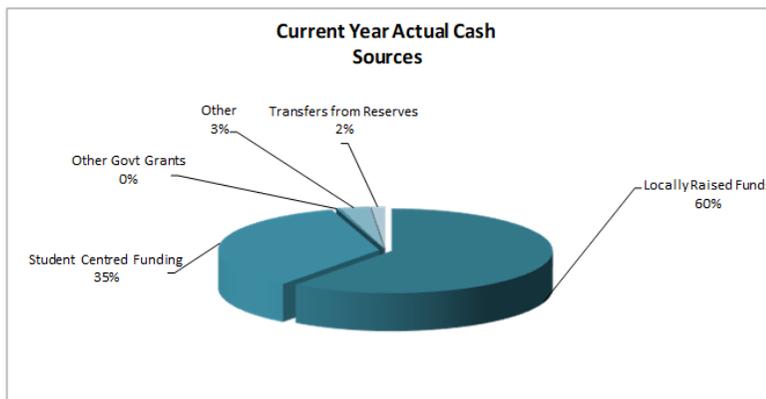
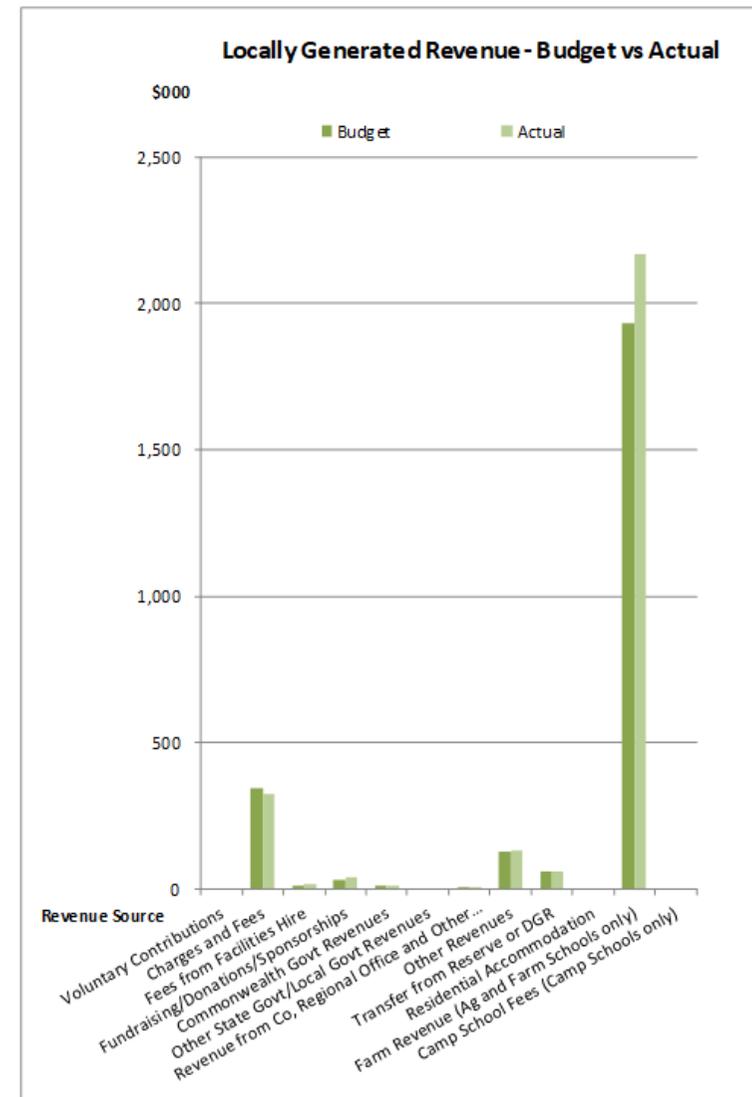


Mr Greg Paust, Board Chair



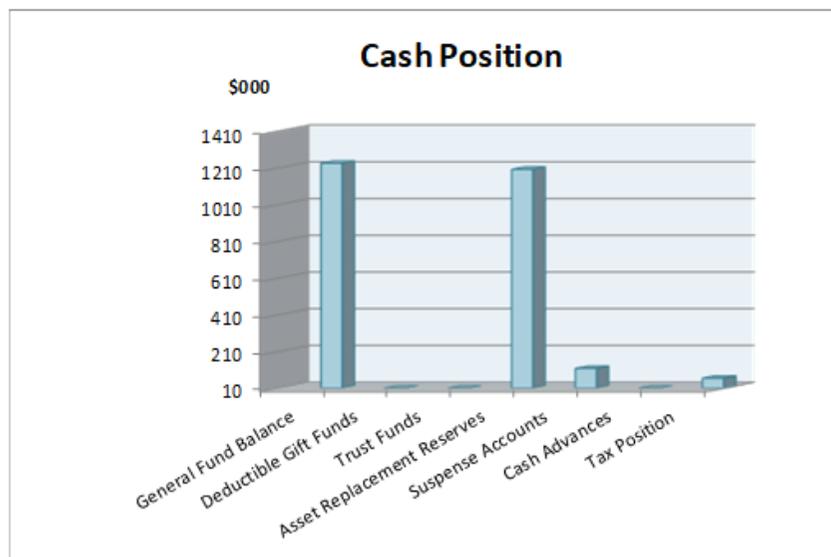
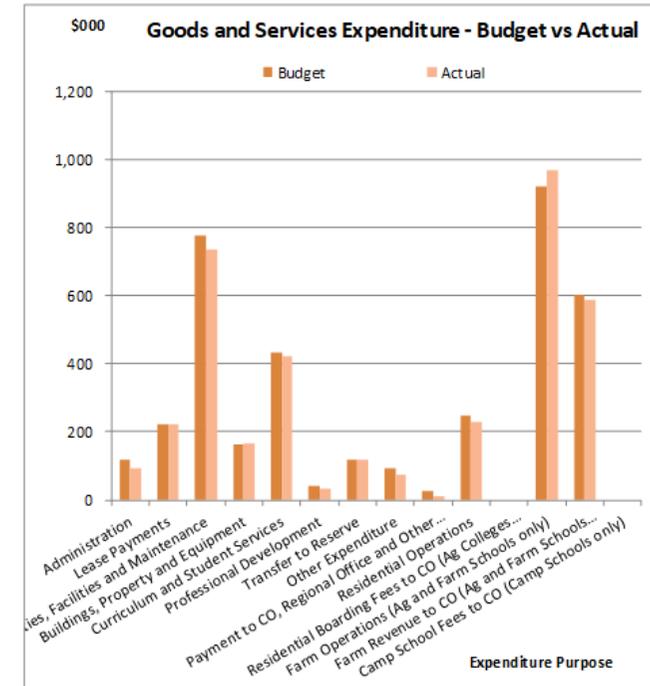
Financial Summary (as at 31.12.2021)

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ -	\$ -
2	Charges and Fees	\$ 341,120.46	\$ 325,682.44
3	Fees from Facilities Hire	\$ 9,338.25	\$ 12,791.82
4	Fundraising/Donations/Sponsorships	\$ 27,400.00	\$ 39,821.10
5	Commonwealth Govt Revenues	\$ 12,240.00	\$ 12,240.00
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ 102.27	\$ 268.27
8	Other Revenues	\$ 124,644.93	\$ 130,177.33
9	Transfer from Reserve or DGR	\$ 60,000.00	\$ 60,000.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ 1,930,014.93	\$ 2,167,292.58
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds		\$ 2,504,860.84	\$ 2,748,273.54
Opening Balance		\$ 658,034.23	\$ 658,034.23
Student Centred Funding		\$ 1,481,178.29	\$ 1,483,405.33
Total Cash Funds Available		\$ 4,644,073.36	\$ 4,889,713.10
Total Salary Allocation		\$ -	\$ -
Total Funds Available		\$ 4,644,073.36	\$ 4,889,713.10



Financial Summary (as at 31.12.2021)

Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 117,118.03	\$ 93,045.39
2	Lease Payments	\$ 220,200.00	\$ 220,637.88
3	Utilities, Facilities and Maintenance	\$ 774,857.68	\$ 734,648.24
4	Buildings, Property and Equipment	\$ 162,238.00	\$ 166,024.16
5	Curriculum and Student Services	\$ 433,357.46	\$ 420,236.41
6	Professional Development	\$ 41,500.00	\$ 34,936.93
7	Transfer to Reserve	\$ 117,000.00	\$ 117,000.00
8	Other Expenditure	\$ 92,053.52	\$ 74,122.59
9	Payment to CO, Regional Office and Other Schools	\$ 26,000.00	\$ 10,637.00
10	Residential Operations	\$ 245,601.99	\$ 227,674.08
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ 917,781.68	\$ 968,540.87
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ 600,496.00	\$ 586,992.80
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
Total Goods and Services Expenditure		\$ 3,748,204.36	\$ 3,654,496.35
Total Forecast Salary Expenditure		\$ -	\$ -
Total Expenditure		\$ 3,748,204.36	\$ 3,654,496.35
Cash Budget Variance		\$ 895,869.00	



Cash Position as at:	
Bank Balance	\$ 2,616,410.68
Made up of:	
1 General Fund Balance	\$ 1,235,216.75
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 1,202,154.47
5 Suspense Accounts	\$ 117,364.46
6 Cash Advances	\$ (3,210.00)
7 Tax Position	\$ 64,885.00
Total Bank Balance	\$ 2,616,410.68



WESTERN AUSTRALIAN
COLLEGE *of* AGRICULTURE
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